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AUTHOR Mitchell, Stephanie; Yagi, Kan
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ABSTRACT

This report presents an evaluation of the Whitney M. Young Learning Center (WMYLC) program in the Portland (Oregon) School District. This after-school homework assistance and tutoring program for students in grades 7 through 12 was begun in 1980 by the Urban League of Portland. The goal of the WMYLC is to help students achieve academic success and become self-directed learners. Instruction is individualized, serving mostly regular students though some have moderate or significant learning problems. A major concern of the program is shaping behavior and study habits. Findings showed that the program appeared to provide an educationally worthwhile experience for students. Two critical factors that slowed the development of the program were cost of materials and marketing of the program to schools. Long-term effects of the project cannot yet be gauged. The report provides recommendations for improving the program. Appendices provide copies of the following: (1) monthly reports; (2) WMYLC intake and referral forms; (3) tutorial progress report worksheets; (4) a memorandum on recent developments at WMYLC; (5) a WMYLC newsletter; and (6) a bibliography. (PS)

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1985-86 EVALUATION REPORT

WHITNEY M. YOUNG LEARNING CENTER

IN THE PORTLAND PUBLIC SCHOOLS

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

Stephanie Mitchell
Kan Yagi

July, 1986

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WHITNEY M. YOUNG LEARNING CENTER

1985-86 PROGRAM

SUPPORTED BY THE

PORTLAND PUBLIC SCHOOLS

Research and Evaluation Department
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

Stephanie Mitchell
Kan Yagi

July, 1986

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EVALUATION OF THE 1985 WHITNEY M. YOUNG LEARNING CENTER PROGRAM

Introduction

This report presents an evaluation of the Whitney M. Young Learning Center program for 1985-86. The report is intended for use by the Director of Grants Management, the Whitney Young Learning Center Director, and the Board of Education as an aid in making decisions regarding the structure and operation of the Learning Center program.

The Whitney M. Young Learning Center is an after-school homework assistance and tutoring program for students in grades 7 through 12. The program began in 1980 and has been in operation for six years. The Center was organized by the Urban League of Portland. Portland Public Schools began providing partial support for the program in 1984.

The goal of the Whitney Young Learning Center is to help students achieve academic success and become self-directed learners. In addition to homework assistance, the Center provides:

- individualized and small group tutoring,
- a quiet supportive study environment,
- instruction in basic skills,
- informal educational counseling,
- academic encouragement, and
- referral to other agencies as needed.

KEY FEATURES OF WHITNEY M. YOUNG LEARNING CENTER
1985-86

PROGRAM NAME	PROGRAM LOCATION	GRADES SERVED	AVE./TOTAL ENROLLMENT	PROGRAM DURATION	NUMBER OF STAFF FTE	1985-86 BUDGET	SOURCE OF FUNDS	KEY FEATURES
Whitney M. Young Learning Center (WMYLC) Director: Deborah Cochrane 280-1620 WMYLC 280-2600 Urban League	St. Andrews Community School 4919 N.E. 9th	Gr. 3 - 12; Most are in grade 6-12	Average: 12 pupils per month Total: 96 pupils	3:00 p.m. to 8:00 p.m. Oct.-June	1 FTE Director 3 .50 FTE Tutors 1-6 volunteers	$98,727	$75,303 PPS $23,424 Urban League Youth Services Center	1. WMYLC provides tutoring and homework assistance to students in grades 7-12. 2. Students mostly reside in the Jefferson and Grant service areas. 3. Average daily attendance is 12 - 15 students. 4. Three tutors provide immediate personal attention. Some students are unmotivated learners and need considerable attention to stay on-task. 5. WMYLC sponsors field trips, potluck dinners, and other experiences to motivate students.

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Facilities and Resources

The Whitney M. Young Learning Center (WMYLC) was organized in September 1980 and has operated continuously at St. Andrews Community School located at 4919 N.E. 9th Ave. in northeast Portland. The Center primarily serves students residing in the Jefferson and Grant service areas. The Center offers homework assistance and tutoring services from Monday through Thursday between 3:00 and 8:00 p.m. whenever school is in session.

The Center opened its doors anticipating the challenge of helping students become self-confident managers of their own learning. The program has evolved slowly, building a base of support in the school and community. From these roots, the Center is attempting to emerge as a growth-oriented center involved in revitalizing learning in northeast Portland.

WMYLC currently occupies two large rooms at St. Andrews Community School. A room on the lower level serves as meeting and study room. A second floor classroom is used for tutoring and more quiet study activities. While the building appears to be a bit run down, the space is adequate for the program and well-kept. Staff and students report some disruption in teaching due to space concerns, i.e., noise, lack of heat, etc. Each room is furnished with blackboards, portable bookcases, desks, tables and chairs. Some educational materials are available; the center has purchased dictionaries and reference/reading books, while

some textbooks and workbooks have been donated. A small administrative office for WMYLC is located down the hall from the second floor classroom. The main administrative office is located at the Urban League, 10 North Russell Street in Portland.

WMYLC expects to relocate next fall since St. Andrews School will be closed. The Center staff would like to purchase a house in the neighborhood to expand the program for next year.

The total budget for the 1985-86 school year is $98,727. Portland Public Schools provided funding support of $75,303 during the 1985-86 school year, an increase of $50,000 over the 1984-85 level of $25,000. The Urban League Youth Services Center also provides $23,424 for a counseling position serving the WMYLC program and the Urban League. The counselor, located at Jefferson High School, supports the education process and recommends WMYLC to students. In-kind contributions of administrative support, space, and secretarial services are also provided by the Urban League.

Staff

The WMYLC staff consists of one full-time director and three part-time tutors.

The Director, Deborah Cochrane, is new to the program this year. She has a B.A. degree in English and thirteen years

experience with tutoring programs at the University of Oregon, Portland State University and Urban League programs in Providence, Rhode Island. She supervises the daily operation of the Center and assists with individual tutoring as necessary. The director conducts inservice tutor training and evaluates staff members monthly using tutorial progress report forms which she developed. In addition to these duties, the director acts as liaison between WMYLC tutors, students, parents, and school personnel. For example, the director accompanied parents to teacher conferences, and provided parents with information about student progress at the Center. She also provides program information to school personnel, parents, and other community organizations which serve youth in the area. Based on her qualifications, experience, and commitment to developing a community-based education center, she is well-qualified to conduct the program.

Three teachers who function as part-time tutors were also added to the staff this year. The tutors were selected for their formal qualifications and skills in tutoring and motivation in learning. Having sufficient qualified staff available throughout the year has been important to the program. Although one of the tutors left at mid-year; his position was filled by a WMYLC volunteer, who previously tutored on a regular basis. Six volunteers also provide homework assistance, support services and help on special projects as needed. The qualifications and experience of the staff contribute to a unique tutoring program.

Students

Students choose to participate in the WMYLC program voluntarily with encouragement from parents, teachers, counselors, peers or community youth organizations. Students may schedule tutoring/homework assistance sessions or receive assistance on a first-come, first-served drop-in basis. The staff work with students individually to increase self-confidence, motivation in learning and independent study skills.

The Portland Public School contract with WMYLC states the program will serve "per school quarter...at least 60 students identified by District as requiring tutorial help." The district did not identify students for tutoring at WMYLC. It is recommended that future contracts be restated to reflect the voluntary nature of the program. Student participation developed slowly this year; 26 students during the first quarter, 23 new students in the second quarter, 18 additional students in third quarter, and 23 more students participated in the fourth quarter. Data are missing on the participation of six students.

Ninety-six students ranging from grades 3 to 12 participated in the WMYLC during 1985-86. Nine additional students participated after the cutoff date for data to be submitted for this report. Students received homework assistance or tutoring services. The average daily attendance at the Center ranged from twelve to fifteen students. Most of the students came from

Jefferson, Tubman and Grant with a few from the rest of the high schools and middle schools feeding into these schools. WMYLC estimated that nearly 80% of their referrals came from students who attended the Center, liked it and told their friends and classmates about the program.

Figure 1 presents students served at WMYLC by month. Service grew steadily throughout most of the school year. Participation was stable from January to May with a sharp increase in use of WMYLC during April. Although two-thirds of the WMYLC students attended schools with Chapter I programs, only fourteen students or 15% of the population were identified as Chapter I students. One student also participated in PPS Project RETURN which assists drop-out students in returning to school.

Table 1 presents the sex and ethnic categories represented in the WMYLC student population. The ethnic enrollment of students at WMYLC was 76% Black, 20% White, and 4% percent Asian. Fifty-six percent of WMYLC students were male; 44% were female.

Table 1

WHITNEY YOUNG STUDENTS BY SEX AND ETHNICITY

Category	Male		Female		Total	
	#	%	#	%	#	%
White	13	14%	6	6%	19	20%
Black	39	41%	34	35%	73	76%
Asian	2	2%	2	2%	4	4%
Total	54	56%	42	44%	96	100%

Figure 1. WMYLC PARTICIPATION 1985-86

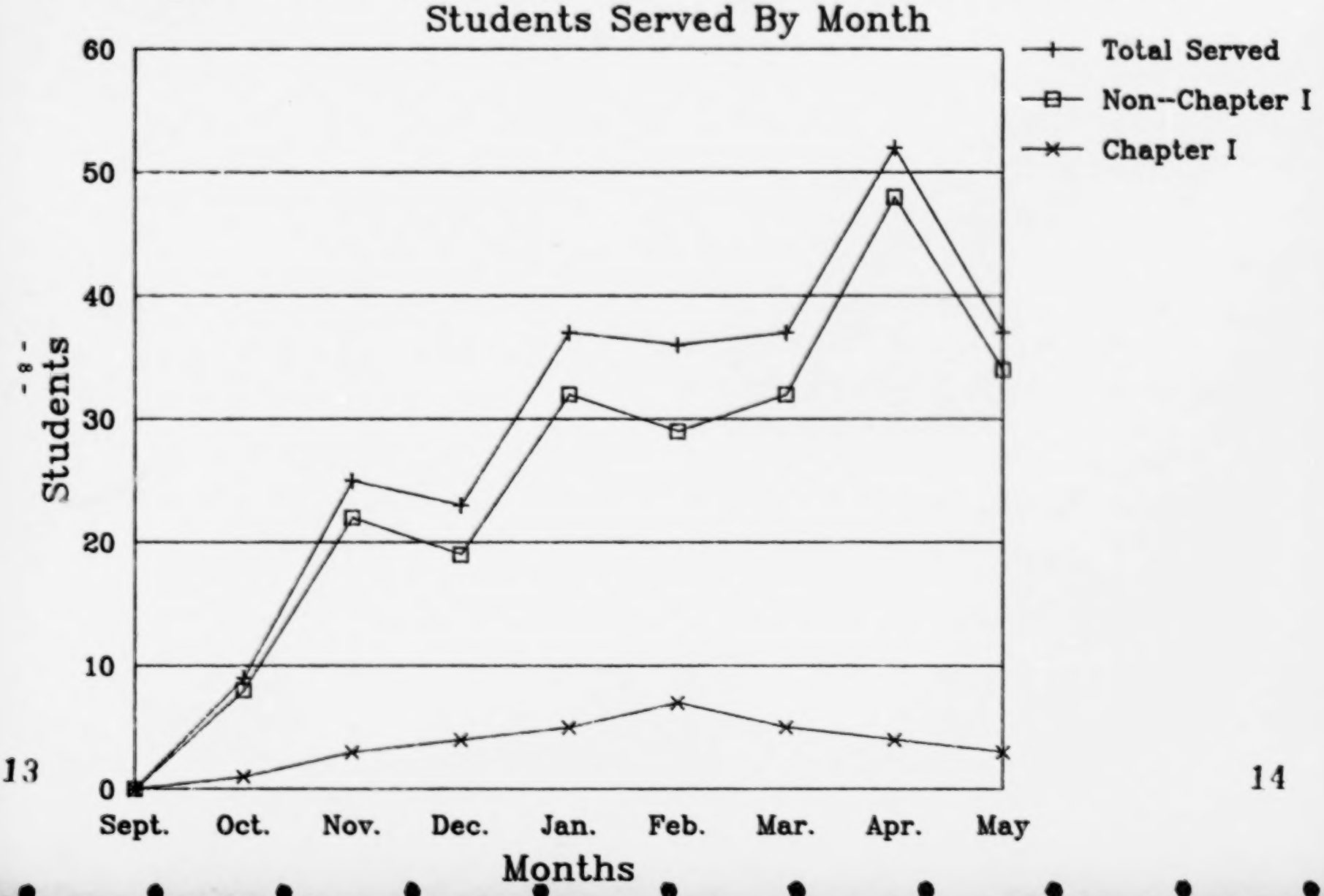


Table 2 summarizes the WMYLC student participation by school and grade for the 1985-86 school year.

Table 2

WHITNEY YOUNG PARTICIPATION BY SCHOOL AND GRADE

School	Gr. 3	4	5	6	7	8	9	10	11	12	Total
Jefferson							2	5	5	4	16
Tubman				7	3	6					16
Grant							3	3	4	3	13
Benson							4	2	1	1	8
Fernwood					2	4					6
Whitaker				1	2	3					6
Beaumont					1	3					4
Madison							1	1	2		4
Ockley Green				2	1	1					4
Lincoln								3			3
Wilson							1	1	1		3
St. Andrews	1	1	1								3
Irvington			2								2
Central Catholic								1			1
Cleveland										1	1
Collinsview						1					1
Franklin									1		1
Humboldt			1								1
POIC							1				1
Roosevelt							1				1
St. Thomas More				1							1
Total	1	1	4	11	9	18	13	16	14	9	96
Percent	1%	1%	4%	11%	9%	19%	14%	17%	15%	9%	100%

Many WMYLC students do well in school, but come from home environments where educational endeavors are not well supported. Nearly 50% of WMYLC students come from one-parent households. On the average, without WMYLC, these students would spend between 2-4 hours of every school day without supervision/support. Other students might be characterized as unmotivated learners, but not learning disabled. These students can do the schoolwork, but

most of them do it better with a supportive study environment and available assistance. The Kerner Commission Report describes the failure of education "...for many minorities and particularly for the children of the racial ghetto, the schools have failed to provide the educational experience which could help overcome the effects of discrimination and deprivation."[1]

Program Description

The WMYLC educational program emphasizes tutoring and homework assistance in the basic skills of reading, math, language arts, science, and social studies. Homework assistance is given in the students' elective courses as needed. While WMYLC describes the program as homework assistance and tutoring, no real differentiation is made between these in practice. Students sign a tutorial contract and must adhere to the Center rules, yet the informal atmosphere and flexible structure of the program affords a comfortable study environment.

Instruction is highly individualized, especially in the basic skills. Assistance is provided by individual tutors working with one or two students. This individual attention permits the tutor to structure the subject matter to best meet the needs of the student, as well as provide encouragement and support in the learning task. Nurturing appropriate changes in

[1] Report of the National Advisory Commission on Civil Disorders. New York: Bantam Books, 1968, p. 425.

student behavior and attitudes are important goals of the program, as well as fostering the academic success of students who visit the Center.

A significant feature of the WMYLC is the special relationship between the staff and students. The Center's students respond well to immediate attention and encouragement in their work. Staff members provide timely, consistent attention and assistance with homework which is not usually available in the family or regular school setting. Tutors respond immediately, while maintaining high expectations of their students. The goal of the program is learning. Regardless of the student's academic level, the Center provides students with personalized attention, encouragement, and self-confidence to meet their highest potential.

The WMYLC program also offers motivational activities for students which are planned to enhance academic achievement and increase self-esteem and self-reliance. The WMYLC newsletter motivates students to write beyond what is required in school. Students write articles on subjects from friendship and knowing yourself to teen depression. The Center sponsors field trips, self-discipline contests, and a student council to increase attendance and promote positive attitudes toward learning. Staff view these activities as important to the uniqueness and success of the program, in addition to developing leadership skills and a sense of responsibility among the students.

Achievement Results

Figures 2 through 7 present graphic summaries of the reading, math, and language achievement of students visiting WMYLC. The graphs display the number of students participating or "enrolled" in the program and their scores in relationship to the district average score and graduation standard. For grades 5 through 7, the graphs show the average achievement gains for WMYLC students in reading, math, and language compared to the district norm, P=50. For grades 8 to 12, the graphs show the number of students whose scores passed and did not pass the minimum graduation standard. The district's Graduation Standard RIT scores are: reading 212, math 222, and language 205.

The graphs show students at WMYLC divided into two distinct populations, those above and those below the graduation standard and district average P-score level. Figures 2 through 4 show student progress in reading, math, and language, respectively, for grades 5 through 7. These WMYLC students scored below the district average in reading, math, and language. Small gains are seen in sixth and seventh grade reading and in fifth grade math. Students in grade five experienced a loss in P-score from fall to spring in reading and language. This no growth pattern was also seen in math and language in grade six and seven.

Figure 2. WMYLC READING GAINS

1985 – 86 Grades 5–7

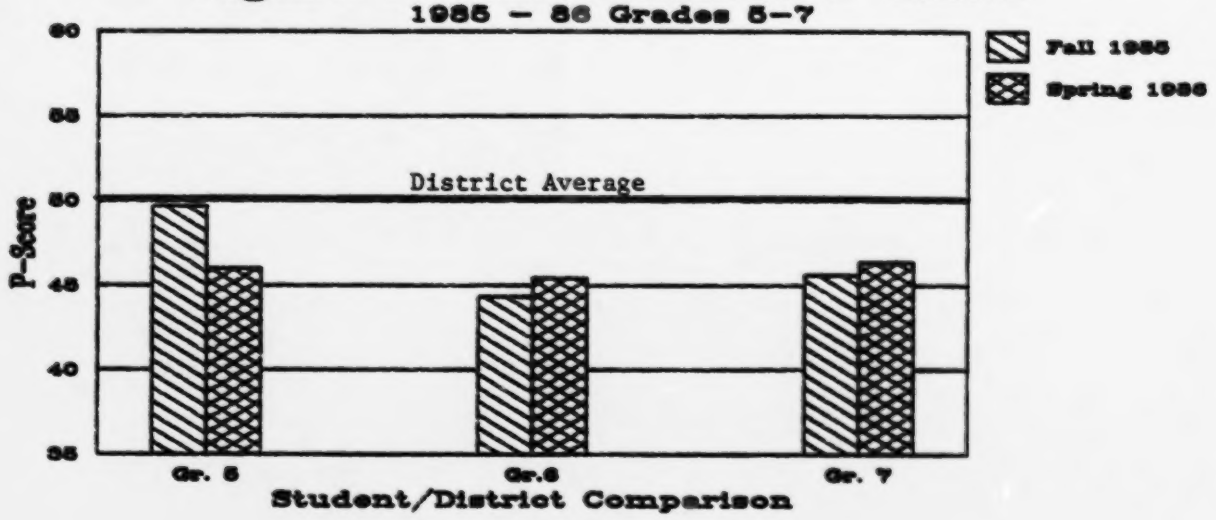


Figure 3. WMYLC MATH GAINS

1985 – 86 Grades 5–7

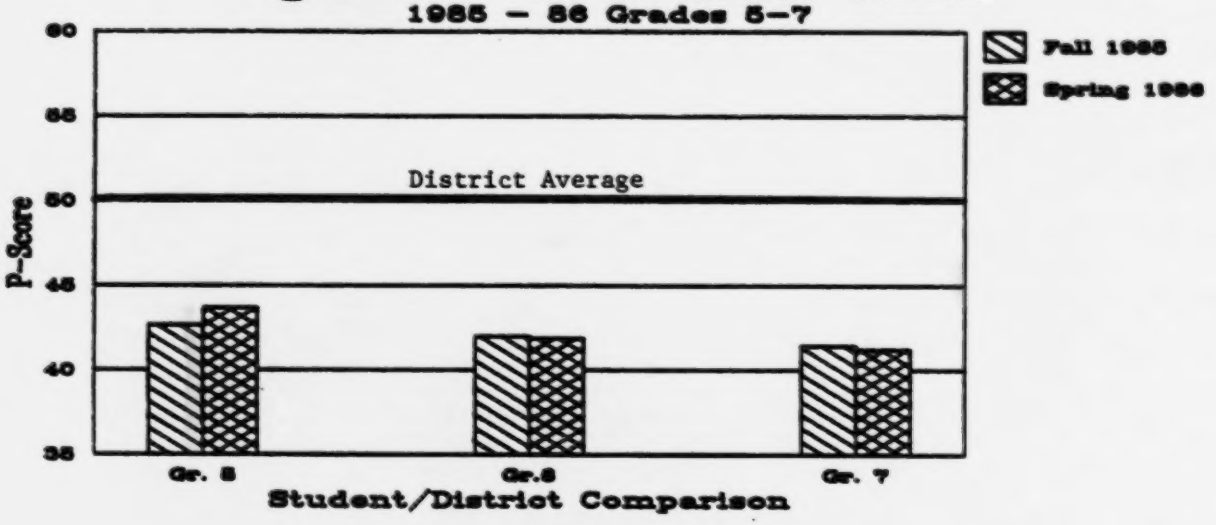
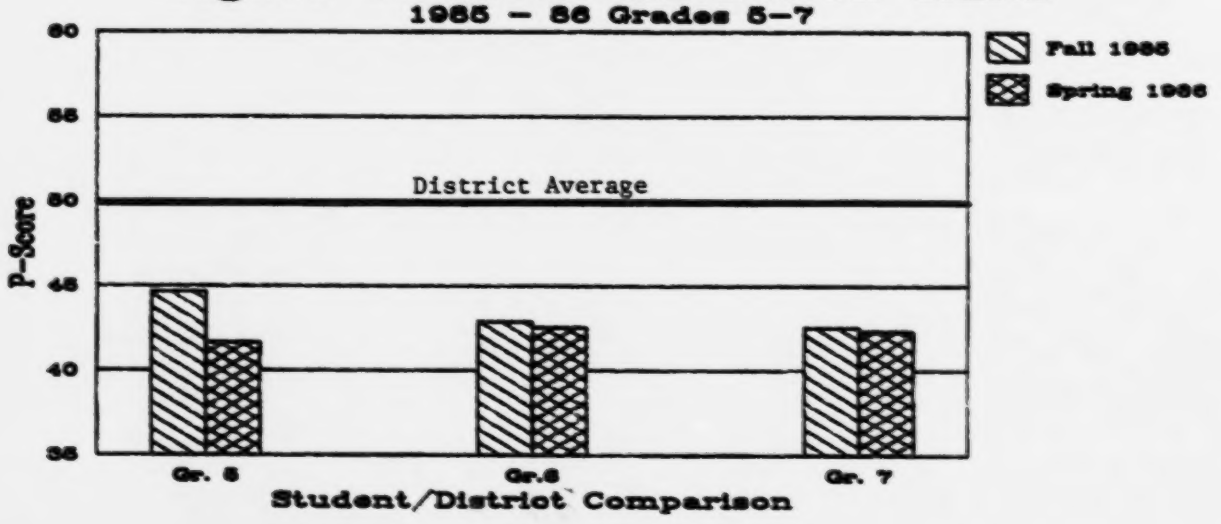


Figure 4. WMYLC LANGUAGE GAINS

1985 – 86 Grades 5–7



Figures 5 to 7 present student achievement on the graduation standards test for grades 8 - 12. Analysis of student achievement on the Graduation Standards Test indicates that 44% of the WMYLC students in grades 8-12 (N=42) received passing scores in reading, math, and language. In reading, approximately the same number of eighth and ninth grade students passed the standard as scored below the standard level. More students passed the graduation standards in math at grades 9, 11, and 12 than at grades 8 and 10. In language, more students in all grades passed the graduation standard than scored below the standard. Because the graduation standard is a minimum, it is expected that far more students, 80-85% or more, should have passed the standard than not passed. The percent passed should be increasingly larger with each successive grade, with virtually all passing at grade 12.

Table 3 summarizes the achievement results of WMYLC students in grades 5-12. Findings indicate that approximately an equal percentage of average and remedial students participate in the WYLC program. Approximately 65% of the students in grades 5-12 passed the graduation standards or scored above the extension for their grade level in reading and language. Thirty percent scored below the graduation extension in reading and 22% scored below the standard in language. In math, 50% of the students have passed or scored above the extension for their grade level; 38% scored below the minimum graduation standards.

Figure 5. WMYLC READING ACHIEVEMENT

1985–86 Grades 8 – 12

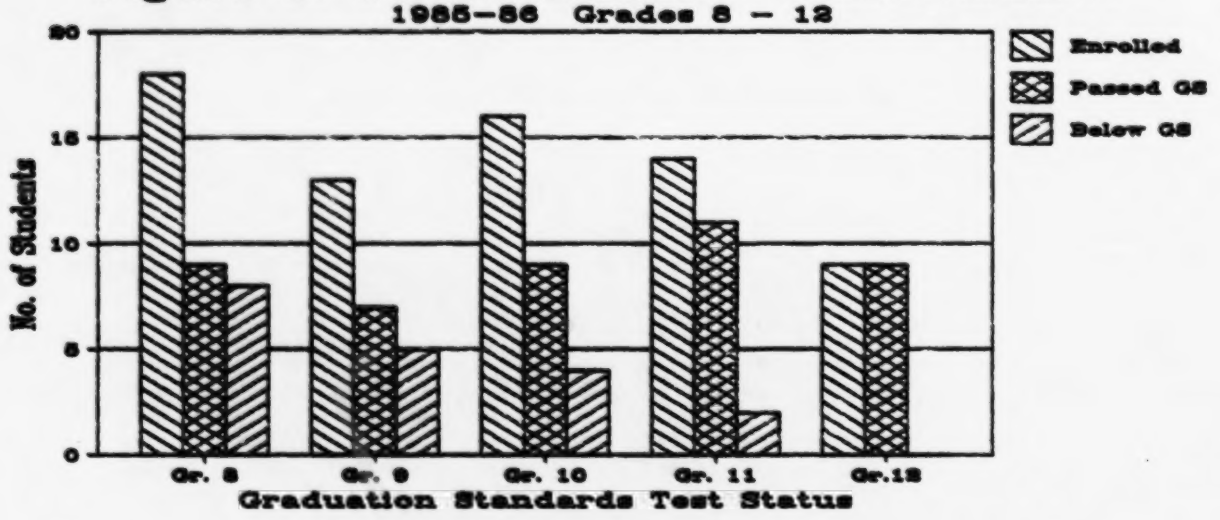


Figure 6. WMYLC MATH ACHIEVEMENT

1985–86 Grades 8 – 12

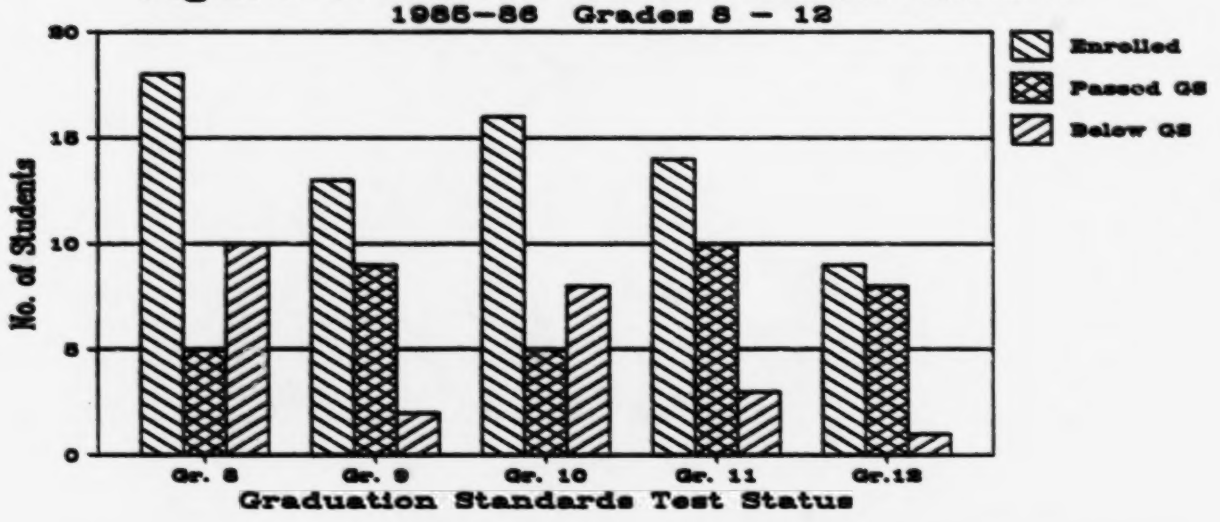


Figure 7. WMYLC LANGUAGE ACHIEVEMENT

1985–86 Grades 8 – 12

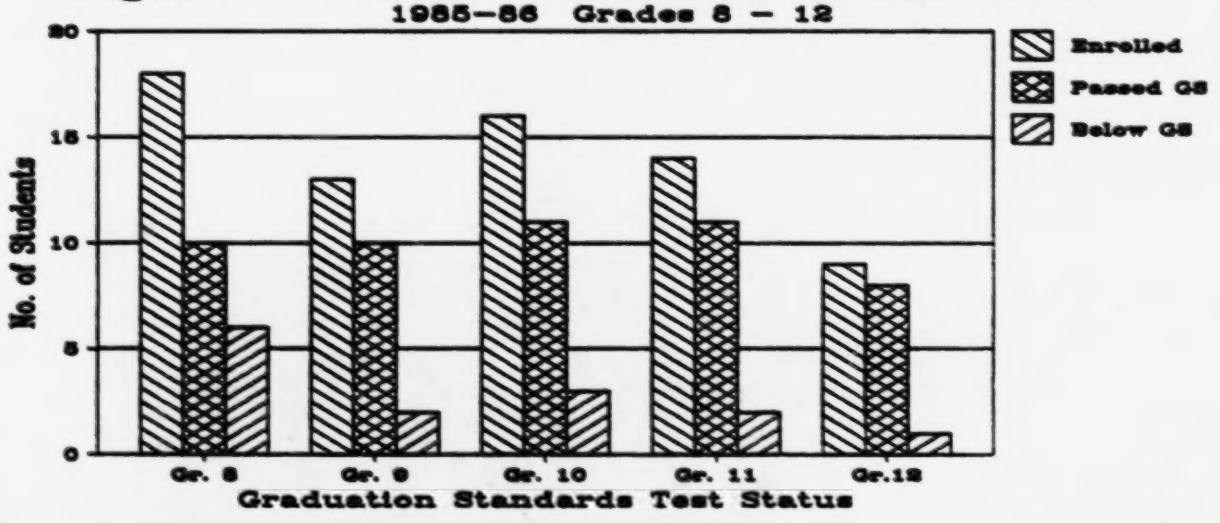


Table 3
STUDENT ACHIEVEMENT ON GRADUATION STANDARDS

SUBJECT	N	Passed GST #	Passed GST %	Above Extension Standards #	Above Extension Standards %	Below Extension Available #	Below Extension Available %	Scores Not #	Scores Not %
Reading	96	44	46	13	14	29	30	10	10
Math	96	35	36	13	14	36	38	12	12
Lang.	96	48	50	17	18	21	22	10	10

It should be noted that it is not possible to know what results are attributable to student participation in the tutoring program without having a control group of similar students who did not attend the Whitney Young program. The size of the sample group at Whitney Young in each grade is also small and thus, more subject to measurement error.

Students interviewed at WMYLC report positive changes in their academic work. The following statements present the student perceptions of the program:

"I used to get C's in school, now I get B's and A's. Those are the best grades I've ever had and it's all because of WMYLC."

"Whitney Young changed my attitude at school and at home; the better I do in school, the better chance I have for getting a decent job in the future."

"WMYLC changed my study habits. I used to be last minute, but now I plan ahead in my assignments."

"WMYLC helped me out a lot in geometry. I see a clear path now; instead of figuring out a few things, I see the whole picture".

"My mom told me to come to WMYLC to help my study habits. I used to start my homework about 9:00; now I do it at WMYLC in the afternoon. Now I know I've accomplished my assignments earlier in the day."

The following statements summarize the program at the Whitney Young Learning Center:

- The participation level grew tenfold from October to June, from 9 to 96 students.
- The program served about a equal number of males (54) and females (42).
- The program served students in the following grades:

Grade	Number	Percent
K-5	6	6%
6-8	38	40%
9-12	52	54%
Total	96	100%

In general, students in attendance at WMYLC were involved in educationally worthwhile work and appeared to gain from their experiences in the program. Longitudinal data on achievements of the WMYLC students should be obtained to try to relate gains to participation in the program.

Conclusions

The Whitney Young Learning Center grew steadily during the 1985-86 school year. Monthly reports included in the appendix and student attendance records indicated increases in student participation. The program offers tutoring and homework assistance for students in grades 7-12. Students meet with a team of three tutors and two volunteers between 3:00 p.m. and 8:00 p.m. everyday school is in session. Overall attendance was consistent between January and June; an average of 40 students per month were involved in the program.

Instruction is individualized, serving mostly regular students with some having moderate or significant learning problems. A major concern of WMYLC is shaping behavior and study habits to enable students to develop to their full potential. The director of the program identified two critical factors that slowed down development of the program as it was first envisioned. The first was cost. The original PPS grant was allocated to staff the program. But WMYLC staff and students recognized the need for more materials to support the program, i.e. typewriters, textbooks, supplementary educational materials. The program plans to seek foundation funding for this effort.

The other factor that hampered full implementation was marketing the program to the schools. Referrals to WMYLC came from a few PPS teachers and counselors, as well as past WMYLC participants, but overall communication with the schools and marketing the program to students needs to be improved. The WMYLC director plans to strengthen the marketing plan during the summer to increase use of the center`s services during 1986-87.

It is too soon to predict the long term effect of the project. The concept of a community-based education center could have a major impact on the neighborhood. WMYLC has the potential to become a link between the schools and the community. The Center believes in the importance of supporting the public schools by using community resources and plans to expand community and parent involvement in WMYLC. There is a strong

commitment to the ideals of WMYLC. The project has worthwhile goals, but to succeed, both time and resources are necessary.

Recommendations

The findings of the evaluation of the Whitney Young Learning Center program in the Portland Public Schools suggest the following recommendations:

1. WMYLC should develop a plan for increasing student participation in the program. A system for communicating with the schools and marketing the program to students should be developed for 1986-87.

2. The contract between PPS and WMYLC should be modified to reflect more realistically the numbers of students to be served by the project. The contract should also be revised to indicate that WMYLC is a voluntary program; students may be recommended to the program, but the District does not specifically identify students for enrollment in the program.

3. Future evaluations should review student progress and outcomes provided by WMYLC tutoring and seek suggestions for strengthening academic performance.

4. If possible, future evaluations should provide comparison data to draw more definite conclusions on the educational improvement of WMYLC students.

APPENDIX A

Whitney M. Young Learning Center

Monthly Reports

Urban League of Portland
Whitney Young Learning Center
Monthly Report for October (28-31)

Statistics

Total # of students served:	9
Total # of student visits:	19
Total # of tutoring hours provided:	33
Total # of volunteer hours:	0
Total # of Academy hours:	0
Total # of students year-to-date:	9
Total # of volunteers:	0

Ethnicity	Male	Female
Black	1	6
Asian	1	
White	1	
Hispanic		
Other		

Schools Served	Number
Jefferson	1
Grant	1
Benson	1
Madison	1
Wilson	1
Lincoln	1
Central Catholic	1
St. Andrew's	2

Urban League of Portland
Whitney Young Learning Center
Monthly Report for November

Statistics

Total # of students served:	25
Total # of student visits:	161
Total # of tutoring hours provided:	271
Total # of volunteer hours:	8
Total # of students year-to-date:	25
Total # of volunteers:	1

Ethnicity	Male	Female
Black	12	9
Asian	1	
White	2	1
Hispanic		
Other		

Schools Served	Number
Jefferson	5
Grant	1
Benson	4
Madison	2
Wilson	1
Lincoln	2
St. Andrews	3
Central Catholic	1
Collingsview	1
St. Thomas Moore	1
Harriet Tubman	2
Whitaker	2

Urban League of Portland
Whitney Young Learning Center
Monthly Report for December 1985

Statistics

Total # of students served:	26
Total # of student visits:	135
Total # of tutoring hours provided:	250
Total # of volunteer hours:	2½
Total # of students year-to-date:	37
Total # of volunteers:	1

Ethnicity	Male	Female
Black	13	11
Asian	1	
White	1	1
Hispanic		
Other		

Schools Served

Jefferson	3
Grant	1
Benson	3
Madison	1
Wilson	1
Lincoln	3
St. Andrews	2
Central Catholic	1
Collingsview	1
Tubman	5
St. Thomas More	1
Whittier	2
Irvington	1
Out of School	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for January, 1986

Statistics

Total # of students served:	38
Total # of student visits:	206
Total # of tutoring hours provided: (Student log)	452
Total # of volunteer hours:	0
Total # of students year to date:	51
Total # of volunteers:	0

Ethnicity

	Male	Female
Black	15	16
Asian	1	-
White	3	3
Hispanic	-	-
Other	-	-

Schools Served

	Number		Number
Jefferson	5	Cen. Catholic	1
Grant	6	Collinsview	1
Benson	3	Tubman	6
Madison	2	Irvington	1
Wilson	2	Whitaker	1
Lincoln	2	St. T. Moore	1
St. Andrews	3	Fernwood	2
Beaumont	1	Ockley-Green	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for February 1986

Statistics

Total # of students served:	37
Total # of student visits:	212
Total # of tutoring hours provided: (Student log)	420
Total # of volunteer hours:	26
Total # of students year to date:	61
Total # of volunteers:	3

Ethnicity

	Male	Female
Black	15	13
Asian	1	2
White	3	3
Hispanic		
Other		

Schools Served

	Number		Number
Jefferson	6	Cen. Catholic	1
Grant	3	Collinsview	1
Benson	6	Tubman	4
Madison	2	Irvington	2
Wilson	1	Whitaker	1
Lincoln	2	St. T. Moore	1
St. Andrews	0	Fernwood	3
Beaumont	0	Humboldt	1
Roosevelt	1	Ockley Green	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for March 1986

Statistics

Total # of students served:	37
Total # of student visits:	179
Total # of tutoring hours provided: (Student log)	374 1/2
Total # of volunteer hours:	34
Total # of students year to date:	71
Total # of volunteers:	5

Ethnicity

	Male	Female
Black	15	13
Asian	1	2
White	2	3
Hispanic		
Other		

Schools Served

	Number		Number
Jefferson	4	Cen. Catholic	1
Grant	4	Collinsview	1
Benson	6	Tubman	6
Madison	1	Irvington	1
Wilson	1	Whitaker	1
Lincoln	2	St. T. Moore	1
St. Andrews	2	Fernwood	4
Beaumont	0	Ockley Green	2

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for April 1986

Statistics

Total # of students served:	56
Total # of student visits:	321
Total # of tutoring hours provided: (Student log)	740
Total # of volunteer hours:	45
Total # of students year to date:	93
Total # of volunteers:	6

Ethnicity

	Male	Female
Black	21	25
Asian	1	1
White	5	3
Hispanic		
Other		

Schools Served

	Number		Number
Jefferson	14	Cen. Catholic	1
Grant	8	Collinsview	0
Benson	6	Tubman	8
Madison	1	Irvington	0
Wilson	1	Whitaker	1
Lincoln	2	St. T. Moore	1
St. Andrews	2	Fernwood	4
Beaumont	2	Ockley Green	3
Gregory Heights	1	All Saints	1

URBAN LEAGUE OF PORTLAND
Whitney Young Learning Center

Monthly Report for May, 1986

Statistics

Total # of students served:	42
Total # of student visits:	223
Total # of tutoring hours provided: (Student log)	531 1/2
Total # of volunteer hours:	48 1/2
Total # of students year to date:	100
Total # of volunteers:	6

Ethnicity

	Male	Female
Black	17	16
Asian	1	1
White	4	3
Hispanic		
Other		

Schools Served

	Number		Number
Jefferson	7	Cen. Catholic	1
Grant	5	Collinsview	
Benson	5	Tubman	5
Madison	1	Irvington	
Wilson	1	Whitaker	
Lincoln	1	St. T. Moore	2
St. Andrews	2	Fernwood	4
Beaumont	3	Franklin	1
P.O.I.C.	1	Ockley Green	2
		All Saints	1

APPENDIX B

Whitney M. Young Learning Center

Intake and Referral Forms

Urban League of Portland Date:_____

WHITNEY YOUNG LEARNING CENTER

Intake & Referral

NAME_____PHONE_____EMERGENCY PHONE_____

ADDRESS_____ZIP_____AGE_____SEX: Male__Female____

PARENT/GUARDIAN_____WORK PHONE_____

SCHOOL_____GRADE_____ SCHOOL COUNSELOR_____

ETHNICITY_____PROGRAM PARTICIPATION_____

REFERRED BY_____ TITLE_____

SUBJECT(S) IN WHICH ASSISTANCE IS NEEDED AND NAME OF TEACHER FOR EACH SUBJECT LISTED:

_____

Are you requesting tutorial assistance on a regular or a drop-in basis? (Circle one)

INITIAL NEEDS ASSESSMENT AND RECOMMENDATIONS: (To be filled out by tutor, teacher or counselor. To the extent possible, please note possible sources of student's academic problems, such as basic skills, self-confidence, course content, motivation, study habits, personal concerns, etc. Specify areas where tutoring is needed and initial comments).

Staff Use Only:

INITIAL STUDENT/TUTOR GOALS AND OBJECTIVES:

Tutor(s) Assigned_____

Date:_____

Distribution: See Manual

7/1/84

OREGON YOUTH PROGRAMS CLIENT INTAKE FORM

Name (Client) _____ Phone _____

Address _____ ZIP: _____ Work Phone # _____

Guardian _____ Relationship _____

Address (Change) _____ Phone (Change) _____

Siblings/Other Info: _____

Initials | Birthdate (Month, Day, Year) | 1. CLIENT ID#

2. PROGRAM COMPLETING INTAKE

3. RESIDENCE ZIP CODE (Out of State Use 000) — 9 7 _ _ _

4. SEX 1. Female 2. Male

5. ETHNICITY 1. Asian 2. Black 3. Hispanic 4. Nat Amer 5. Cauc. 6. Other

6. AGE Enter 99 if you are Serving Parent Only: See manual

7. LIVING SITUATION
1. Both Parents
2. Mother/Stepfather
3. Mother/Unmar partner
4. Father/Stepmother
5. Father/Unmar Partner
6. Mother
7. Father
8. Independent
9. Relatives
10. Friends
11. Foster Home
12. Grp Hm/Res Trmt Fac
13. Institution
97. Unknown
98. Other _____

8. SOURCE OF REFERRAL
1. Law Enf/Direct
2. Law Enf/Paper
3. Juv. Dept./ Formal
4. Juv. Court/Pre-adjudication
5. Juv. Court/Post-adjudication
6. Juv. Dept./ Informal
7. Self
8. Family
9. Friend
10. School
11. CSD
12. Other Agency
98. Other _____

9. COUNTY OF REFERRAL SOURCE

Information in this box may be required. See manual for instructions on including information here.

10. OFFENSE ALLEGATIONS

Misdemeanors
20 Theft II
21 Trespass
22 Cr Misch II, III
23 Assault IV
24 Menacing
25 Misdemeanor PCS
26 Prostitution
29 Oth Misdemeanor

Felony Offenses
30 Theft I
31 UUMV
32 Burglary II
33 Burglar I
34 Cr Misch I
35 Assit I, II, III
36 Felony PCS
37 Fraud/forgery
38 Sex offenses
39 Robbery
40 Other felony

Status Offenses
10 Runaway
11 Curfew
12 BCC
13 Beyond PC

Other Offenses
50 DUII
51 MIP
52 Oth Drug Viol
53 Traffic Viol
54 Prob/warrant Violation
98 Other
99 Not applicable

11. INCIDENT DATE—Only fill in if Field 10 has been filled in (Month, Day, Year)

12. NUMBER OF PRIOR COURT CONTACTS Note—this is NOT a self-report

13. PROJECT _____ 14. TODAY'S DATE _____

15. REFERRAL DATE (Month, Day, Year) 16. FIRST SERVICE DATE (Month, Day, Year)

17. SCHOOL STATUS
1. Full Time
2. Part Time
3. Discontinued
4. Irreg Attend
5. Suspended
6. Expelled
7. Grad/GED
8. Other _____
9. Unknown

18. SCHOOL TYPE (current or most recent)
1. Reg. Sch. Pub./Private
2. Reg. Sch., Sp. Ed. Program
3. Reg. Sch., Vocational Sch. Prog.
4. Alternative School Prog.
5. Vocational School
6. Day Treatment
7. GED Program
8. Residential Program
9. Unknown

19. HIGHEST GRADE COMPLETED (Not including Current Grade)

20. EMPLOYMENT STATUS
1. Empl Full Time
2. Empl Part Time
3. Unempl Not Looking
4. Unempl Looking
5. Training Prog
6. Odd Jobs/Temp
7. Other _____
8. Unknown

21. PROBLEMS IDENTIFIED

Family Problems
10 Parent/Youth Conflicts
11 Poor Parenting Skills
12 Neglect/Inability to Parent
13 Marital Conflicts
14 Domestic Violence
15 Bro/Sis Conflicts
16 Substance Abuse: Adult
17 Physical Abuse Victim
18 Sexual Abuse Victim
19 Runaway/Unable to Ret Home

School Problems
40 Poor Academic Performance
41 Poor School Attendance
42 Discipline in Class/School
43 Educational Handicap

Personal Problems
30 Diff w/Peer Relationships
31 Agres Beh toward Prop/People
32 Emotionally Disturbed (Meets DSM-III Standards)
33 Low Self Esteem/Image
34 Substance Abuse: Youth
35 Suicide Attempt(s)
36 Homeless
37 Pregnant/Teen Parent
38 Inappropiate Sexual Behavior

Other Problems
50 Financial
51 Medical
52 Prostitution/Susp. Pros.
53 Racial/Cultural Difficulties
54 Situational Crisis
98 Other _____
99 Not Applicable

22. PROJECTED SERVICE NEEDS

1 (Do not use 1 as a proj svc)
2 Individual Counseling
3 Group Counseling
4 Family Counseling
5 Crisis Intervention
6 Psychological Assessment
7 Recreation
8 Employ. Readiness/Assist.
9 Casual Labor Placement
10 Employment Placement
11 Big Bro./Sis. Kinship Prog.
12 Special Ed.
13 Basic Skills Ed/Tutoring
14 Vocational training
15 Parenting Education: Adult
16 Skill-Building
17 Victim Compensation
18 Community Service
19 Short Term Shelter Care
20 Long Term Shelter Care
21 Support Services
22 Case Coordination/Referral
23 (Do not use 23 as a proj. svc.)
24 (Do not use 24 as a proj. svc.)
98 Other _____

23. WORKER ID# _____ 24. PROGRAM CASE# _____

Urban League of Portland

WHITNEY M. YOUNG LEARNING CENTER
St. Andrews Community School
4919 N.E. 9th
Monday - Thursday
3:00 p.m. - 8:00 p.m.
284-1620

Tutorial Services Contract

Welcome to the Whitney M. Young Learning Center! This program is designed to help you achieve your academic potential through individualized assistance. Your tutor will not do your work for you, but will work with you to develop the skills and self-confidence you need for educational growth and independent thinking. Whether you come to Whitney Young on a regular or a drop-in basis, your responsibilities as a part of the student/tutor team are outlined below:

1. I will attend and be on time for all scheduled tutorial sessions. If I cannot attend, I will notify my tutor or a Whitney Young staff person in advance of the appointment. I understand that if I miss 2 scheduled sessions without notifying my tutor or the staff, I could lose tutorial privileges at Whitney Young.

2. I will come prepared to work and to ask questions. I will have my homework assignments and materials with me.

3. I will review, respect and follow the Whitney Young Learning Center rules. I understand that if I violate those rules, I will be asked to leave the Learning Center.

4. I will notify the program coordinator immediately if I have any problems with my tutor.

5. I will participate in the Learning Center evaluation process by completing a questionnaire at the end of each school quarter and by allowing a staff member to review an official copy of my grades within two weeks after the end of each grading period.

6. I will make every effort to cooperate with my tutor and to do my best in the learning partnership. I will work seriously towards strengthening my skills, developing my potential, and achieving my educational goals.

I have reviewed this contract and the Whitney Young Learning Center rules with a tutor. I understand and agree to observe the terms of this contract.

_____ _____
Student Signature Tutor Signature

_____
Date

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER
St. Andrews Community School
4919 N.E. 9th
284-1620

"Learning is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, never dream of regretting."
T.H. White

The Whitney Young Learning Center is an after-school tutorial program for students in grades 7 through 12 from North and Northeast Portland. The Center provides homework assistance, individualized and small-group tutoring, a quiet, supportive study environment, assistance with financial aid and college application forms, instruction in basic study skills, informal educational counseling, academic encouragement and referral to other services as needed.

The Center is open from 3:00 p.m. to 8:00 p.m., Monday through Thursday on days when school is in session.

Students can schedule from one to four hours per week to work with tutors depending on their needs and the availability of staff. Students are encouraged to use the Center for quiet study time during non-scheduled hours. Drop-in students are welcome and are given assistance on a first-come, first-serve basis. We strongly urge students to make regular, on-going appointments.

LEARNING CENTER RULES

1. Come prepared to study. Have your homework assignments and material with you. Be mentally prepared to work and to ask questions.

2. Respect the right of other students to study. Keep noise at a minimum while studying, and while entering and leaving. Do not interrupt or disrupt other students.

3. If you are not reading, writing, studying or working with your tutor, you leave.

4. Candy, alcohol, drugs, smoking and radios are not allowed in the classrooms or hallways. Food and beverages are permissible only if you keep the Center clean.

5. The telephone may only be used to call for rides. (The cost is .20 cents). A staff member must be present.

6. Respect the Learning Center property, equipment and materials. Pick up after yourself and others. Return books, magazines, pens, pencils and other material to their proper places.

7. One 10 minute break is allowed for every hour of work. Students taking breaks or waiting for rides must maintain a noise level that does not disturb others.

8. If you need help, ask. We will be making periodic checks to see that you are accomplishing goals and finishing work, but you should be working while you wait for us to get to you. Let us know when you need help so we can get to you when we're finished with another student.

9. Students who violate these rules will be asked to leave the Center for the day. Only one warning will be given.

Thanks for helping us make this a successful program.
We're pleased to have you here!

NAME _____ SCHOOL _____

TERM _____

PERIOD	CLASS	TEACHER	GRADE RECEIVED
0			
1			
2			
3			
4			
5			
6			
7			
8			
9			

NAME _____ SCHOOL _____

TERM _____

PERIOD	CLASS	TEACHER	GRADE RECEIVED
0			
1			
2			
3			
4			
5			
6			
7			
8			
9			

TERM _____

PERIOD	CLASS	TEACHER	GRADE RECEIVED
0			
1			
2			
3			
4			
5			
6			
7			
8			
9			

TERM _____

PERIOD	CLASS	TEACHER	GRADE RECEIVED
0			
1			
2			
3			
4			
5			
6			
7			
8			
9			

APPENDIX C

Whitney M. Young Learning Center

Tutorial Progress Report/Worksheet

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER

Tutorial Progress Report

Student:_____ School_____ Grade_____

Tutor:_____ Student Intake Date_____

Instructions: Summary comments should include subjects and materials covered; assignments or goals made with student; brief assessment of accomplishments, progress, needs, problems. Look for the positive. Be realistic about areas that need improvement.

Week of_____19___ # of Sessions:_____ Approximate Total Time:_____

Summary Comments:_____

_____

_____

_____

_____

Week of_____19___ # of Sessions:_____ Approximate Total Time:_____

Summary Comments:_____

_____

_____

_____

_____

Week of_____19___ # of Sessions:_____ Approximate Total Time:_____

Summary Comments:_____

_____

_____

_____

_____

(Over)

Tutor_____

Urban League of Portland
WHITNEY YOUNG LEARNING CENTER

Progress Report Worksheet

Date	Times Start/Stop/Total	Student	Subject	Comments: materials covered; accomplishments; problems; etc.

APPENDIX D

Whitney M. Young Learning Center

Memorandum on Recent Developments

URBAN LEAGUE OF PORTLAND
Whitney Young
May 1, 1986

M E M O R A N D U M

To: Herb Cawthorne

From: Deborah Cochrane DC

Re: Recent Developments at the Whitney Young Learning Center

While progress at the Learning Center has in some way been slower than I'd hoped for, there have been some recent "break throughs" that I believe will be the cornerstones of a successful program next year.

First of all, we've begun to experiment with a concept that appears to have a great potential for helping students develop self-discipline and good study habits. The idea centers around what is basically a "self discipline contest."

As you know from the "WHITNEY BULLETIN," we ran our first contest in early April. Six students could win a ticket to the 1986 Annual Urban League Dinner by scoring points in 5 categories: efficient use of time; respect for other's right to study; quiet; cleaning up and returning WYLC property; and conscientiously completing homework. The behavior called for in the contest was nothing more than is asked of students in their contract with the Center. The contest however, provides a more tangible and short term outcome of following rules and getting homework done.

While the contest started off slowly---because many students did not believe they could possibly win---the enthusiasm grew daily as they began to see the points go up by their names on the charts in each classroom. We saw a substantial and positive difference in the atmosphere of the Center during those weeks. It was particularly effective with students who most often were loud, disruptive and unwilling to concentrate on their school work.

Six students earned a ticket to the Dinner, and two runners up were also allowed to attend because they had scored very high points. For some of these students, it was a first taste of success, of winning something they had <u>earned</u> of their own volition. Their place at the dinner table was a reflection of their own ability, and they carried themselves throughout the evening as star representatives of the Learning Center, the Urban League and Portland Public Schools. Another important aspect of this particular contest was that these students and the WYLC staff attended the dinner with a sense of "family," a sense of belonging to something special and a sense of pride in being winners. In addition, the "prize" in this case was a valuable, first time experience at a formal dinner affair for these students.

Our second contest began yesterday, in which 6 students will win a Saturday fishing trip. Lewie Wertz, a volunteer tutor, has offered to buy each winner a fishing license, provide fishing poles for the day and help chaperone the kids. Three categories have been added to this contest. Students will now be able to earn points for initiative, keeping a list of their homework, and bringing in a copy of their official grades (see attached). Rather than charts, each student who enters has a scoring sheet posted on the classroom wall. I think it's interesting to note that many students wanted to enter the contest before they even knew what the prize was.

The contest concept is successful for a variety of reasons: it motivates the development of self-discipline; encourages good study habits; helps maintain order at the Center; provides opportunities for success and the building of positive self-esteem and encourages more consistent attendance while attracting the interest of potential new students. In addition, the students enjoy the competition.

While there are some rough spots in the concept that need to be ironed out, I'm excited about the possibilities it has for encouraging the development of those areas in which our students desperately need to focus. Aside from the basic academic problems that bring students to the Learning Center, the real underlying problems have to do with low self-esteem, low expectations, and little or no experience with self-discipline. We must begin to address <u>those</u> problems if we are going to make a substantial difference in the success of these young people. The contest provides a useful tool in which students can practice essential skills for educational achievement.

I will continue to experiment with the design of the contest for the duration of the year, and this summer will plan an on-going series of contests for next year. I envision having a contest each month in which winners will be posted as "WYLC Students of the Month." Letters will then be sent to their parents and school principle, and they will receive some kind of prize.

The second "break through" is the organization of student meetings, which will provide students with a forum to discuss Learning Center issues and to participate in the development and direction of the program through a team concept.

After a couple of disappointing attempts at student meetings, we had our first successful one on April 23rd. Students were given a preliminary structure in which to work (see attached), and they responded well. As a group, they came up with a practical time-line for nomination and election of student officers, an outline for rules of order and a system for maintaining order during meetings. They also scheduled their next meeting, which elected student leaders will facilitate.

Here again, the WYLC student meetings are for some students a first opportunity at being a part of something, of being able to contribute something of themselves and of feeling a sense of ownership, involvement and control in a positive way. The student meetings also present our youth with a chance to build team-work and organizational skills which they can carry with them to the professional world after they graduate.

The contests and student meetings, coupled with the growing sense of WYLC "family" and our consistently high expectations, have generated an enthusiasm and commitment from students that will fuel the programs success next year. It is the stuff that good programs thrive on, and it is the foundation for a community-based learning center that goes far beyond homework assistance.

Even now, we are seeing a steady increase in our new student intake each week, as well as an increase in requests for information about the program. As one parent told a group of Jefferson High School teachers yesterday during a parent/teacher conference I attended, "the Whitney Young Center is a good program. They're really <u>doing</u> something this year."

To bring my thoughts full circle, I'd like to repeat that the progress of the Learning Center this year has been slower that I'd hoped for in many ways. There are still problems to solve in the homework assistance program alone, and miles of work to do in terms of actualizing the myriad of ideas and plans I have for future development. I've also realized that we must still overcome a long term community concept of the WYLC as a very limited program, that while it may have been good, it was not able to do much.

I should however, know from past experience, that quality, stability, visibility and community involvement do not come over night. A good program takes time---for assessment, trial and error, successes and the building of a reputation. This year has been a good beginning. The needs, directions, concepts and philosophy are clear. The planning we do from here on out will be based on knowledge, experience and student involvement.

My dream for the WYLC took its first step into reality as I sat with those winners at the Urban League dinner. It took its second step as I watched a room full of WYLC students organize themselves at their first productive meeting. I believe we are finally on our way, and if it took us from late October to early April to get a strong foundation, then it's been well worth the struggles and frustrating pace.

I hope you'll take time to respond to my thinking here. Thanks.

DC/mlw

Attachments: Student Agenda & Meeting Overview
Contest Description & Categories

cc: Stephanie Mitchell, PPS Evaluation Specialist
Kam Yagi, PPS Evaluation Specialist

Urban League of Portland

WHITNEY YOUNG LEARNING CENTER

Student Meeting
April 23, 1986

-AGENDA-

I. STUDENT MEETINGS: An Overview

II. RULES OF ORDER

III. NOMINATION OF OFFICERS

VI. ELECTION DATE

V. YEAR-END DINNER/POT LUCK COMMITTEE: Nate Stokes

VI. THE 1986 ANNUAL URBAN LEAGUE DINNER:
-Congratulations to the Winners!!

VII. FUTURE CONTESTS: A Brainstorming Session

VIII. WYLC NEWSLETTER

IX. REMINDER: GRADES!!!

X. DATE FOR NEXT MEETING

Urban League of Portland

WHITNEY YOUNG LEARNING CENTER

Preliminary Overview
of
-Student Meetings-

I. Purpose of Student Meetings

The purpose of WYLC student meetings is to provide an opportunity for student involvement, influence and decision-making in the definition, improvement and development of the Learning Center; to establish a forum for student and staff communication; and to set up a means for working together towards the success of individuals, the program as a whole and the community in general. The objectives of student meetings will be to:

1. Discuss, debate and resolve Learning Center issues, concerns and problems through group problem-solving.

2. Contribute and communicate ideas, suggestions, energy, experience and support in regards to program development, growth and direction. (For example, deciding on guest speakers, workshops, contests, field-trips, special classes, and other educational and recreational activities).

3. Share information about such things as jobs, school events, recreational and educational activities in the community, and other topics of concern to WYLC students.

4. Form special committees to work on special events and activities, such as pot-lucks, the WYLC Newsletter and other projects as they arise.

II. Structure of Student Meetings

To insure that student meetings are organized, productive, enjoyable and that all who want to be heard will have an opportunity to do so, WYLC students will elect 3 officers to facilitate meetings. All participants of meetings will abide by agreed upon rules of order during the meetings; those who fail to follow rules will be asked to leave.

The student officers and their duties will consist of:

1. Student Leader: prepares agendas(with input from students and staff); works closely with WYLC Director; is responsible for coordinating and presiding over meetings and maintaining order; facilitates discussion and votes during meetings; appoints committee chairpersons.

2. Student Representative: assists Student Leader with all responsibilities; facilitates meetings in absence of Student Leader; attends various committee meetings; acts as a communication and information liaison between students, student officers, staff and committees.

3. Secretary/Treasurer: records and maintains notes from each meeting; reads the minutes of the previous meeting at each meeting; keeps financial records for student activities and from fundraising events; facilitates meetings in the absence of the Student Representative and Student Leader.

These 3 positions will WORK TOGETHER to make sure that all WYLC students are informed and reminded of meeting times and dates, and to disseminate any necessary information to students before meetings. They will represent the needs and concerns of all WYLC students, and must therefore be GOOD LISTENERS.

All decisions made through the student meetings must have the final approval of the Director of the Whitney Young Learning Center and the Chief Executive Officer of the Portland Urban League.

III. Committee Formation

Committees will be formed to work on special projects whenever students decide it is necessary and appropriate. Committee size will depend on the project. A committee chairperson can be elected by students or appointed by the Student Leader. Committee members can be appointed or can volunteer.

IV. Rules of Order for Student Meetings

1.

2.

3.

4.

5.

6.

7.

8.

Urban League of Portland

WHITNEY YOUNG LEARNING CENTER

Fishing Trip Contest

Lewie Wertz, one of our volunteer tutors, has offered to take 6 WYLC contest winners on a Saturday fishing trip, tentatively set for May 17th (date may be changed due to bad weather or other unavoidable circumstances). Lewie will buy each winner a fishing license on the morning of the trip, and he will provide you with a fishing pole for the day. The Learning Center will provide beverages, but each student should pack a sack lunch. Winners must have a signed release form from their parent.

CONTEST RULES:

1. Students will work for points in 8 categories:

    * **Efficient Use of Time**
    * **Respect for Other's Right to Study**
    * **Picking Up After Yourself and Returning WYLC Property**
    * **Quiet**
    * **Conscientiously Completed Homework**
    * **Post Homework Initiative**
    * **Homework Assignment Sheet**
    * **Official grades**

2. Students can score up to 2 points in each of the first 7 categories per visit (one visit per night) to the Center. A visit must be a **MINIMUM** of 1 hour. An unlimited number of minus points can be received. If you split your study time between two classrooms during a visit, you can earn one point in each room; otherwise, both points can be earned in one classroom. Students who bring in an official copy of their grades and have them recorded in their file will automatically receive 5 points.

3. Staff members will determine points earned or subtracted, and ONLY staff members are allowed to write on the contest charts.

4. The contest will begin Tuesday, April 29th. Winners will be announced on Wednesday, May 14th.

5. All WYLC students who are in grades 7 through 12 may enter. Enter by getting a score sheet from Deborah.

6. Contest participants must share in the responsibility for seeing their points recorded. Check with the tutor you worked with before you leave each evening to see if you have earned any points, and be sure to show someone your homework and your homework assignment form.

CONTEST CATEGORIES

*EFFICIENT USE OF TIME: This means using your time to study, complete homework, read, write for the WYLC Newsletter, help a fellow student, work ahead in one of your subjects, or work on a special project.

*RESPECT FOR OTHER'S RIGHT TO STUDY: This means minding your own business and not interrupting other students when they are working. Talk only when necessary. Talk quietly during breaks.

*PICKING UP AFTER YOURSELF & RETURNING WYLC PROPERTY: This means picking up the garbage and papers around you when you leave and putting them in the wastebasket. It means putting WYLC pens, pencils, calculators, books, tape, staplers, etc., back where they belong when you've finished using them.

*QUIET: Don't talk unless you need to, and then do so quietly, so you don't disrupt others.

*CONSCIENTIOUSLY COMPLETING HOMEWORK: This means doing your homework carefully, neatly, completely. It means doing it seriously, giving it your best effort and trying to learn something from it.

*POST HOMEWORK INITIATIVE: This means doing something constructive and productive, without having to be asked, after you've finished your homework. It means doing something for your own self-development, like asking for extra work or writing a letter to the editor about nuclear war or reading a book or writing an article for the WYLC Newsletter or working on some special project.

*HOMEWORK ASSIGNMENT SHEET: This means keeping a neat, carefully documented list of your homework assignments and the due dates each day on the homework assignment form, and showing it to one of the staff people.

*OFFICIAL GRADES: This means bringing in an official copy of your grades and asking a staff person to record them in your file.

Urban League of Portland

WHITNEY YOUNG LEARNING CENTER

Student Meeting
February 12, 1986

-AGENDA-

I. Welcome

II. Guest Speaker: Herb Cawthorne
Executive Director, Portland Urban League

III. Response to Mr. Cawthorne's Speech

IV. Discussion of Student Meetings

V. Student Responsibilities
Review of New Rules & Contract Changes
Self-Discipline

VI. WYLC Newsletter

VII. WYLC Awards Dinner

VIII. Brainstorming Session

IX. Future Meetings

APPENDIX E

Whitney M. Young Learning Center

"The Whitney Bulletin" Newsletter

"Education is FRESH!"

The Whitney Bulletin

Urban League of Portland
Whitney Young Learning Center

April, 1986 Vol.1, Issue 1

Martin Luther King,Jr. (1929-1968)

Martin Luther King,Jr., one of the most influential Negro leaders in the civil rights movement in the United States, was born in Atlanta, Georgia, on January 15th, 1929. His father was a minister and his mother a schoolteacher. King was educated at Morehouse College in Atlanta and at Crozier Theological Seminary in Chester, Pennsylvania. An outstanding student, he received a fellowship to study at Boston University, where he won his Ph.D. in 1955. In Boston he met and married Coretta Scott, a music student.

At the age of 25, King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. The young minister gained national prominence in 1955 and 1956 when he led a successful year-long boycott to protest segregation on the city's buses. Soon after, he became the president of a newly-formed civil rights group, the Southern Christian Leadership Conference (S.C.L.C.).

King based his philosophy on the teachings of Jesus and the Indian leader Mahatma Ghandi. He shunned violence, believing that the cause of the Negro could best be served by peaceful protests and by disobedience to unjust laws. He led a number of demonstrations in the South and inspired many others. He was jailed several times, threatened, and sometimes beaten, but he never wavered from the principle of non-violence. In 1963, he was one of the leaders of the Freedom March to Washington,D.C. In 1964, he was awarded the Nobel Peace Prize.

King also voiced concern over the plight of the poor in the United States - both black and white. This concern brought him to Memphis, Tennessee in 1968 to support sanitation workers who were striking for better pay and union recognition. On April 4th, 1968, while in Memphis, King was shot and killed.

King dedicated one of his books to his four children with these words: "...I dream that one day soon, they will no longer be judged by the color of their skin, but by the content of their character."

"...We Shall Overcome Someday"

HOLLIS DUNLAP
Jefferson High

PUNK ROCK

PUNK ROCK is not a teen failure.
It's a way of life,
my life.
I can never change my punky ways
nor what has happened in my punky life,
so I guess you will just have to
accept me as I am:
a PUNK ROCKER
in my own way,
in my PUNK life.
ROCKERS can't be changed,
but life can.

DEEDRA SPEARS
Benson High School

By
Tony
Frazier

Friendship

Companionship is important because without it life would be hollow and empty. Companionship means to be loyal, helpful, understanding, and loving. You need a companion to be with you through thick and thin. A companion should treat you the way you want to be treated. A friend is a very special person that you love and appreciate. That's what a companionship (friendship) means to me.

HAPPINESS

Happiness is like a pot of gold,
Hard to find
But even harder to hold.
You cannot find it at the end of a rainbow
And you cannot find it playing in the snow.
You cannot borrow it
Because you cannot live with it.
You cannot steal it,
Nor can you be born with it;
You have to earn it.

DEEDRA SPEARS
Benson High School

Pictures and Words

I like to draw because you can draw some of the thoughts in your head. When you start to draw, you can't think how to put it, but if you get a picture in your mind you can just draw it like it is in your mind. Some people just draw without thinking whether it's good or bad, the picture looks good to them because they draw it.

Another reason I like to draw is because I could be an artist when I grow up. I could make drawings for people to buy for their house to look better inside. Plus, it's different from writing because writing is words that have a lot of letters in them. Drawing is a big picture that you draw from your mind.

I like both pictures and words. Pictures you can make right out of your mind and letters you can use everyday in school or other places. When you draw a picture, you can write down what it is about.

JERMAINE HAMPTON
Tubman

The Best Thing

The best thing that happened to me this week is that I got an "A" in Social Studies. It was important to me because I liked that class and wanted to be on the honor roll. I felt like I accomplished something. It makes me feel good to do good!

ERNEST HARRIS
Tubman

What Whitney Young Means To Me

Whitney Young has been a great experience. It's a place where I can learn and work hard. It is a good place to be when you just want to get away and learn. It's a very useful program. It helps me think and get away from problems. It's also helpful because whatever you need help in they will help you with, and they will always be there when you need them.

I would also recommend this program to my friends because it might help them with their studies. This program is different from school because here you can work on what you want, when you want, and how you want, as long as you get your work done. I really appreciate this program because now I see the importance of learning, studying, and helping my fellow human beings. It's something I would recommend to the whole world!!

Thank you,

TONY L. FRAZIER
Westside School

Images

The house is red with blue trim and it has a swing in the back of the house on a tree. The tree is a cherry tree and kids are all over it to get to the cherries and they leave it looking like lightning hit it 60 times.

STEVE TYLER
Tubman

Reminder To All Students!

In order to make the Center a success, it's important that we all follow the rules and guidelines that you agreed to in the contract you signed. We want the Center to be an enjoyable place to be, but we also want everyone to LEARN while they're here, and to get their homework completed. It has to be a TEAM effort, with everyone helping others by respecting the need for quiet and concentration. Develop your SELF-DISCIPLINE so staff won't have to become a police force who spend all their time enforcing the rules.

We think you're all stars!! Keep up the great work!!

The WYLC Staff

Book Review

Babe Ruth, Sultan of Swat

This book is about the famous baseball player, Babe Ruth. Babe Ruth was born in Baltimore, Maryland, on February, 6th, 1895. His real name was George Herman Ruth. He was the oldest of eight children.

As a child he had a bad life, because he was in a gang and whatever that gang did he had to do. Once he got caught stealing and his parents sent him to St. Mary's, an all- boys home. There George met a person named Brother Matthias. Brother Matthias was the Physical Director of St. Mary's as well head of discipline.

The Brother Matthias taught George to play baseball. George was talking to Brother Matthias one day when the Brother said, "You are going home." George was startled. Then, when George went back home, he got back with that street gang. He was soon in trouble again. He was sent back to St. Mary's. He was in and out of St. Mary's from the age of seven until he was fifteen. When George was eleven, his mom died.

While at St. Mary's he became a better and better baseball player. He could play any position, infield or outfield. Brother Matthias used him mainly as a catcher, but he was the best first baseman. It wasn't until he was fifteen that George pitched in a game. George started playing baseball with the Orioles. They paid him $600.00 for the season. George left St. Mary's to play baseball. George was now 6 ft. 2 in. in height and weighed 180 lbs. The baseball players started to call George "Babe".

Babe's manager increased his pay from $600.00 to $1,200.00, then to $1,800.00. Babe was sent to the White Sox. Then Babe played for the Providence Grays. Babe had a batting average of .300. Then Babe came back to the Red Sox. Babe had a girlfriend named Helen Woodford. They were married on October 17th, 1914. The Red Sox were paying him $3,500.00 a year. His salary was increased to $5,000.00 in 1917, to $7,000.00 in 1918, and then to almost $8,000.00. Then he started wasting his money on drinking and more food.

Babe now had a new coach who started letting Babe be on the line for hitting everyday. Babe was the best hitter on the team. Each season he broke more and more hitting records. He was now earning $10,000.00 annually.

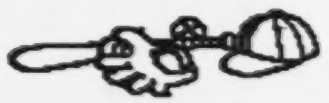
Up to 1934, he had a batting average of .342 and set a home run record of 46 in one season. By the time he died of cancer on August 16th, 1948, he had a life-time total of 714 home runs, and that record remained until 1974. He was one of the greatest and most admired men in the history of baseball.

I really enjoyed this book because it was interesting, easy to read, used words that weren't too difficult, and had characters who were interesting.

This book was interesting because I learned things about Babe Ruth that I didn't know before. I didn't know how famous he was until I read the book. Also, this book is interesting because I like sports, and because Babe started out as a thief and worked his way up to be one of the most famous people in the world of baseball.

The author was consistent in his writing because he wrote about Babe's life detail by detail. He gave specific dates when things happened and talked about each detail in order.

I feel the author was not biased in his treatment of the main character and that he gave a fair description of Babe Ruth's life. He talked about his good and his bad points.



The story was believable because it talked about when he was born, when it was his game it showed the scores, and when his mom died it said the date.

I tried very hard to think of any bad points, but I couldn't. I was very interested in this book and I learned something about a person who proved that anybody can change.

By NATE STOKES
Tubman

Babe Ruth, Sultan of Swat
Author: Charles Verral
Garrard Publishing Co.
Champaign, Illinois
1976; pp96

A Thought for Today

"The only failure is the failure to love oneself."

KAYLAN PICKFORD

A Note of Recognition

Thanks to the WYLC students who contributed their thoughts and writing skills to this newsletter. Anyone who is interested in contributing poems, essays, stories, book reports, interviews, movie reviews, or other types of written articles to future newsletters should see Deborah. Staff members are always willing to work with students on ideas, drafts, and editing.

IMPORTANT NOTICE

THE WHITNEY YOUNG LEARNING CENTER

WILL BE CLOSED APRIL 17th, 1986.

Keep in Mind

Please remember that you are REQUIRED to show one of the WYLC staff an official copy of your grades within TWO weeks after you have received them. We will record them in your file, which is confidential.

If you are not happy with the grades you received this quarter, sit down with a staff member and work out a plan to bring them up. DON'T BE SATISFIED WITH "C's". BE THE BEST THAT YOU CAN BE!

WARNING!

Too many students have been leaving food and other garbage in desks, corners, shelves, and on the floor of the Center. Everyone should respect the Center and help to keep it clean. If the problem continues, we will lose the privilege of being able to have snacks in the evening. Pick up after yourself and others!!

ATTENTION!

There will be a WYLC student meeting in the downstairs study room of the Center on WEDNESDAY, APRIL 9th, from 6:30 P.M. to 7:30 P.M. We will be discussing ideas for special activities and speakers, future plans for the Center, the WYLC pot-luck in June, and other issues and concerns of importance to all of us in the Whitney Young "family".

It is YOUR Learning Center, so please PLAN TO ATTEND and participate in the discussion. We want your input, so let Deborah know if you have items you want to put on the agenda.

Remember to PLAN AHEAD so that you have your homework completed in time for the meeting, and that you have arranged transportation.

Magic Calculator

Give someone a calculator and have them punch in this number: thirty-seven thousand thirty-seven. Then check to see if the calculator reads 37,037. Ask the person for their favorite number between 1 and 9. Whatever number they give you, multiply it by 3 in your head, and tell them to multiply what is already on the calculator (37,037) by that number. If they say 7, for example, tell them to multiply by 21. What they'll get is an answer that's a row of their favorite number!

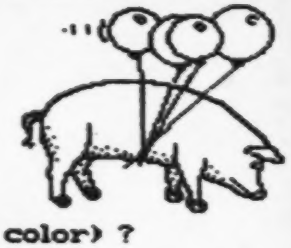
You Always Get 9

Take any number at all,with as many digits as you like. (NOTE: Must be at least 2 digits and not a repitition of the same number. (i.e. 555, 333, etc.) Write down your number, then scramble those digits any way you'd like.

Subtract the smaller from the larger of these 2 numbers. Whatever answer you get, add up the digits in it. Whatever sum you get from this, add those digits again. Continue until you end up with just one number. It will be a 9!

EXAMPLE-Start with 56,783. Rearrange to 78,635. Subtract: 78,635-56,783 = 21,852. Add those digits: 2+1+8+5+2= 18 Add those digits: 8+1= 9 Always works!

? ? ? ?



You have 24 socks in a drawer, 6 each of red, white, black, and brown. How many socks must you take out of the drawer, without looking, to be sure of having a matched pair (of any color) ?

Words From History

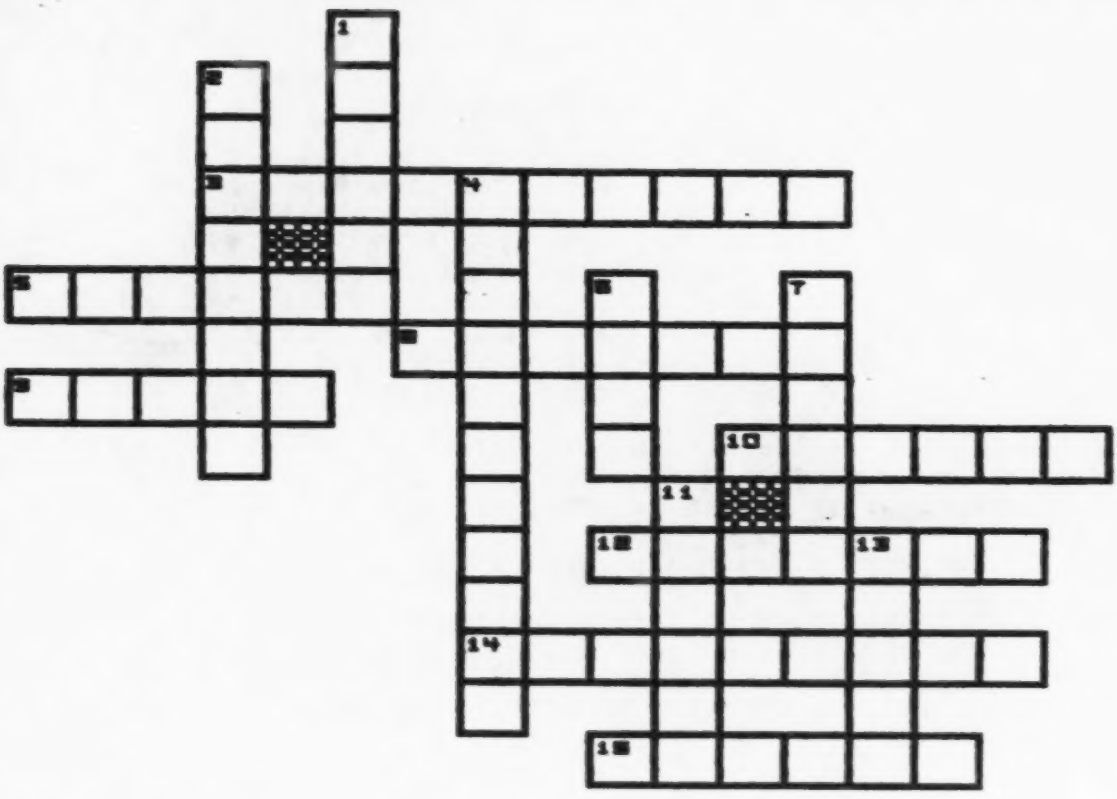
CYNICAL: from the Cynics, a group of ancient Greek philosophers: always suspicious of people's motives; sarcastic

CHAUVINISM: from Nicholas Chauvin, a French soldier blindly devoted to Napoleon: excessive devotion to one's own country or group.

SARDONIC: from 'Herba sardonica', a poisonous plant native to Sardinia: bitterly sneering and sarcastic

PHILISTINE: from the Biblical Philistines, a barbarous people who often made war on the Israelites: a narrow-minded person who is smugly indifferent to culture.

PUZZLE A



ACROSS CLUES

3. To put down in written form
5. To take out or remove
8. To make more valuable and attractive
9. To conclude from specific information
10. To spread out according to plan
12. To challenge the credibility of
14. To excite by teasing
15. To search out

DOWN CLUES

1. To fix on a stake
2. To place in a secure position
4. To sparkle with wit or brilliance
6. To flatter in a servile fashion
7. To view with respect or awe
11. To drink in or inhale
13. To become less forceful

WORD LIST: PUZZLE A

ABATE
DELETE
DEPLOY
EDUCE
ENHANCE
ENTRENCH
FAWN
FERRET
IMPEACH
IMPALE
IMBIBE
REVERE
SCINTILLATE
TITILLATE
TRANSCRIBE

LOOKING FOR A SUMMER JOB???

If you want to work this summer, the Urban League Employment Department has a variety of job opportunities available for youth, including position through the Private Industry Council Summer Youth Employment Program. Positions vary from office environments to casual labor, such as babysitting and yardwork. If you are interested, you should apply as soon as possible to increase your chances of getting a position.

Applications can be filled out at the Urban League office, 10 North Russel, between 8:00 A.M. and 4:00 P.M., Monday through Friday. To be eligible for these jobs, you must follow these steps:

1. Complete a youth job application form.

2. Students 14 and over must complete a work permit application.

3. Parents must write a letter approving your participation in the program.

4. Schedule an appointment with an Urban League Youth Counselor.

If you are interested in having an Urban League Employment representative come to the Whitney Young Learning Center with applications and assist you in filling out the forms correctly, please inform Deborah.

SPECIAL THANKS

The Whitney Young Learning Center staff and students extend their appreciation to the people who have given their time, resources, and spirit to help us out at the Learning Center. Our thanks to: Mrs. Sandy Green, Mr. Stevenson, Lewie Wertz, Christine Charnesky, Mr. Clifford Freeman, Virginia Wertz, Jimmy Johnson, and Jerry Watson.

STUDENTS: Remember the meeting, Wednesday, April 9th!!

WIN A TICKET TO THE ANNUAL URBAN LEAGUE DINNER

The Whitney Young Learning Center is sponsoring a contest in which 6 students will win a $25 ticket to the 1986 Annual Urban League Dinner. The dinner is Thursday, April 17, 1986, at the Jantzen Beach Red Lion Inn, and it promises to be an exciting evening.

This year, the Urban League Dinner will feature "A Night On Broadway," with Shirley Nanette, winner of the 1985 Entertainer of the Year Award; comedian Robert Jenkins of Los Angeles, who won the 1985 Funniest Man of Portland Award; the Jefferson Dancers; and the Garu Hobbs Big Band.

The Urban League Dinner is one of the biggest events of the year, and this year should be the best ever! Students who win will be accompanied by all of the Whitney Young Learning Center staff.

Contest Rules

1. Students will work for points in 5 categories: efficient use of time; respect for other's right to study; quiet; cleaning up and returning WYLC property; and conscientiously completing homework.

2. Students can score up to 2 points in each category per visit to the Center, but an unlimited number of minus points can be received.

3. Staff members will determine points earned or subtracted, and only staff will be allowed to record points on the contest charts, which they must initial and date.

4. The contest will begin on Tuesday, April 1st. Winners will be announced on Wednesday, April 16th, and parents will be notified of your achievment in self-discipline. Winners must have parental permission to attend, and transportation will be arranged with staff members.

5. All WYLC students who are in grades 7 through 12 may enter. You must sign up on the contest chart in both study rooms if you wish to enter. We wish all of you the best of luck!

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